

Special Superintendents' Webcast

June 2, 2020

Agenda

Next Steps: Sports and Sport Activities Update from KHSAA

KHSAA Commissioner Julian Tackett

New KDE Guidance: Evaluating Students' Academic Readiness When Schools Reopen

KDE Division Director Dr. Jennifer Stafford

New KDE Guidance: Academic Re-entry, Stage One – Drafting an Adjusted Curriculum

Krista Hall and Misty Higgins, KDE Office of Teaching and Learning

COVID-19 Updates with the Kentucky Department for Public Health

Dr. Connie White, MD, FACOG – Deputy Commissioner for Clinical Affairs

Dr. Emily Messerli, DNP, APRN – Immunization Branch Manager, COVID-19 Healthy at Work/School consultant

Rebecca Gillis, MPH, CHES, RS – Director, Division of Public Health Protection and Safety

Pandemic EBT (P-EBT) Program

KDE Associate Commissioner Robin Kinney; KDE Director Division of School and Community Nutrition Lauren Moore;

Tim Cooper, KDE Division of School and Community Nutrition

Social Emotional Health Reopening Guidance

KDE Associate Commissioner Dr. Kelly Foster; KDE Program Consultant Dr. Damien Sweeney

Question and Answer Session



Next Steps: Sports and Sports Activities Update

JUNE 1 TO JULY 12

(UNLESS AMENDED BY THE ORDERS OF THE GOVERNOR)

Key Elements

- ▶ Local jurisdiction, relationships matter
- ▶ Mandated consultation with local health department
- ▶ Criteria and limitations contained in Governor's Youth Sports Order
- ▶ Gyms and gymnasiums are NOT the same (Clarifications being sought)
- ▶ KHSAA Board detailed Information:
<https://khsaa.org/covid19june1tojuly12/>
- ▶ Information from the governor's order: <https://go.aws/2XfCZy8>
- ▶ CDC guidance: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/youth-sports.html>



In the fall of 2020, students across the state will return to elementary, middle and high schools after having abruptly left school in mid-March due to the COVID-19 crisis.

Superintendents and local boards of education had to quickly transition from in-person classes to non-traditional instruction (NTI). For many districts, the crisis was their first encounter with NTI. Many teachers had no experience or training in developing instruction through non-traditional means.

Teachers and instructional staff quickly developed activities for students. These assignments took many forms. Some schools asked students to attend virtual class sessions, some relied on paper packets, while others employed a blended model. Regardless, student instruction was changed across the state.

Parent responsibility and involvement in their children's education also took a different form. Moms, dads, grandparents, guardians and others supervised, managed and lead instructional activities. For many, it had been years since they thought about a book report or the Pythagorean theorem.

The impact of the transition to NTI is unknown. Therefore, it is important to understand the current academic level of students when they return and as decisions are made on how to continue instruction upon the return of students for the 2020-2021 school year.

Evaluating students' academic knowledge and skills is one of the first steps to take when students return. Assessment data will help guide curriculum and instruction based on students' needs.

Since Kentucky received a waiver from statewide assessments, those results are not available. Schools have and should consider other ways to determine gaps in learning and students' needs.

Diagnostic Assessments

Schools should consider administering diagnostic assessments (i.e. Map, Star, DRA, etc.). Diagnostic assessments provide student-specific information on strengths and areas of weakness in performance and understanding of *Kentucky Academic Standards* (KAS). Diagnostic assessments will provide insight for teachers as they face the dilemma of where to start and what to teach.

Classroom Assessments

Classroom assessments can include formative assessments, such as exit slips and anecdotal notes, or summative assessments, such as final exams. Classroom assessments are usually

New KDE Guidance: Evaluating Students' Academic Readiness When Schools Reopen (issued June 1, 2020)

Dr. Jennifer Stafford, KDE Office of Standards, Assessment and Accountability

Evaluating Students' Academic Readiness When Schools Reopen

Without state assessment results, schools have and should consider other ways to determine gaps in learning and students' needs.

- Types of assessments
 - Diagnostic assessments
 - Classroom assessments
 - Interim assessments
 - Formative assessments

Evaluating Students' Academic Readiness When Schools Reopen

- Administration options
 - In-person
 - Virtual
 - Mixed model
- Making data-informed decisions
 - Analyze and interpret the data
 - Develop plans



This document from the Kentucky Department of Education (KDE) provides guidance on initial steps for how educators can plan and prepare for addressing knowledge gaps due to extended remote learning as a result of the COVID-19 emergency. KDE will release guidance for Academic Re-entry, Stage Two, in July 2020.

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New KDE Guidance: Academic Re-entry, Stage One – Drafting an Adjusted Curriculum (issued June 1, 2020)

COVID-19 Updates with the Kentucky Department for Public Health

Dr. Connie White, MD, FACOG – Deputy Commissioner for Clinical Affairs, KDPH

*Dr. Emily Messerli, DNP, APRN – Immunization Branch Manager & COVID-19
Healthy at Work/School consultant, KDPH*

Rebecca Gillis, MPH, CHES, RS – Director, Division of Public Health Protection and Safety

**New email address to improve communication between KDE, superintendents and
KDPH:**

DPH.HealthySchool@ky.gov

Pandemic EBT (P-EBT) Program:

Robin Kinney, KDE Associate Commissioner

Lauren Moore, KDE Director, Division of School and Community Nutrition

Tim Cooper, KDE Division of School and Community Nutrition

Pandemic Electronic Benefits Program (P-EBT) Basics

- The P-EBT program is a USDA financial resource provided during the COVID-19 pandemic for families with students eligible for free or reduced-price meals. P-EBT provides households with an EBT card with funds to spend on food at home for students.
- ALL students that participate in the National School Lunch Program (NSLP) that had access to free or reduced lunch include the following:
 - Students who completed a USDA household application who were approved for free or reduced lunch
 - Students who receive free lunch based on direct certification, including categorically eligible students such as homeless, migrant, runaway or federal Head Start
 - All students who attend a Community Eligibility Provision (CEP) school

P-EBT Total Benefit

- Most eligible students will receive a total of \$313.50 on the P-EBT card.
- The value on the card is good for one year.
- The card cannot be transferred to another individual.
- Households with multiple eligible students will receive one card with the full amount for all students.
- If a student first became eligible after March 2020, the benefit amount will be reduced.

P-EBT Phased Implementation Schedule

Group 1 – Started May 22

- Currently enrolled students who are receiving SNAP benefits on an active EBT card automatically will receive additional funds for P-EBT added to their existing card.
- Currently enrolled students who are receiving Medicaid or KTAP benefits based on income levels below the NSLP income guidelines, or who are in foster care, will automatically receive a P-EBT card in the mail.

Group 2 – Started June 1

- Online Opt-in Application became available on June 1 and will be available through June 30 on Kentucky's Benefind website for eligible families to request their cards. Applicants need the statewide student IDs (SSIDs) in order to apply.

P-EBT Next Steps


- Districts received notification on May 20 to be prepared to communicate to their families how to locate their statewide student IDs (SSIDs).
- A webinar took place on May 29 and provided full program details and a question and answer session. Those who were unable to attend the live event may view a publicly available [recording of the webinar](#).
- P-EBT online applications are now open to families to opt-in to the program at <https://benefind.ky.gov> if they were not already provided the benefit automatically.

District Responsibilities

- [Communicate and promote the benefit to their families.](#)
- Provide direction to families on how to obtain their student's SSIDs. (A communication flyer regarding the program has been provided on the [P-EBT website](#) that districts can choose to customize with their specific SSID instructions.)
- Direct families to CHFS for ALL questions they have besides obtaining their SSID. Questions should be sent to pebt.info@ky.gov.



Child Nutrition Programs Nationwide Waiver Extensions

- Nationwide Waiver to Allow Non-congregate Feeding in the Child Nutrition Programs: EXTENSION through Aug. 31, 2020
 - Nationwide Waiver to Allow Meal Service Time Flexibility in the National School Lunch Program, School Breakfast Program, and Child and Adult Care Food Program: EXTENSION through Aug. 31, 2020
 - Nationwide Waiver to Allow Parents and Guardians to Pick Up Meals for Children: EXTENSION through Aug. 31, 2020
 - Nationwide Waiver to Allow Meal Pattern Flexibility in the Child Nutrition Programs: EXTENSION through June 30, 2020
- 



While the usual transitional concerns will be present when schools reopen, it is anticipated that this fall's return to school will be particularly challenging. Teachers and administrators should operate on the assumption that everyone, (students, families and staff) will have experienced some degree of anxiety and stress, uncertainty, illness, grief and loss.

Some will have been ill themselves, some will be grieving for a relative or friend who died, if not by illness, possibly from an accident or even suicide or violence. Some will have experienced hunger, abuse, neglect, evictions, domestic violence and/or community violence.

For some students, the experience of social distancing and being home during COVID-19 will have been traumatic. Schools will likely see an increased number of learning, behavioral and emotional problems, from more students. For those who already have emotional and behavioral challenges, these could be exacerbated.

Existing disparities also will be more pronounced. Stressors from the transition back are likely to intensify and may impact learning and teaching.

This guidance document addresses planning considerations for the social and emotional well-being of students and staff during the transition when schools reopen.

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KDE Guidance: Considerations for Supporting Student and Staff Wellness When Reopening Schools

(issued May 26, 2020)

KDE Associate Commissioner Dr. Kelly Foster

KDE Program Consultant Dr. Damien Sweeney

Maximize Ways to Ensure Your School is Friendly, Welcoming, Helpful, Non-judgmental and Caring

- Promote psychological safety
- Acknowledge what happened and who is not there
- Rapidly identify students, family or staff having problems
 - Provide personalized supports
 - Refer students in need of additional supports

Questions to Consider

| Questions to Consider | Completed |
|--|-----------|
| How will everyone – staff, students and families – be welcomed, oriented and positively connected to the school? | |
| What outreach will be made to those students and families who were expected but did not return? | |
| How will staff minimize problems during daily transition times (e.g., before school, during breaks, lunch, after school)? | |
| How will we provide supports for (and not punish/re-traumatize) those not adjusting well? | |
| How can we incorporate social and emotional learning activities in every classroom, at the beginning, middle or end of every lesson? | |
| What structures, activities and programming will we have in place to facilitate a culture where everyone feels safe, valued and cared for? | |
| What resources/ partners are available to assist students who may need additional services? | |

Reopen Schools with a Sense of Excitement, Hope and Resilience

Consider a kick-off renewal planning group/committee to:

- Publicize what makes the coming year so special
- Plan kick-off events (if these events comply with public health guidelines)
 - Welcoming events for teachers and staff, families, students and community members that are celebratory and relationship-building
 - First day and first week welcoming and transition supports for all students
 - Substantive orientations and support for newcomers (e.g., teachers, staff, families, students, volunteers)
 - Celebrating work and publicize outcomes

Questions to Consider

| Questions to Consider | Completed |
|--|-----------|
| How can our leadership team embrace and communicate to staff that we can get through this and that we have an opportunity to create a new perception of our school? | |
| How can our leadership team show all staff their voice matters and we need their engagement in helping us create kickoff events that will get students/families excited about the new school year? | |
| How can we celebrate the return of staff and students? | |
| What new traditions can we start that give staff and students opportunities to be recognized? | |

Address Grief, Loss and Traumatic Stress

- Make sure school staff recognize grief and loss can apply to experiences, milestones and changes as well as the literal loss of people or things – and those losses will feel big to students, and should be taken seriously and not dismissed as “less than” other, more impactful losses in the adult world.
- Help others dealing with loss by:
 - Acknowledging what has happened
 - Allowing others to express their reactions; validate the emotions that emerge at each grief stage
 - Preparing students and staff for what to say to someone who is grieving, and how to act appropriately

Help Students Who are Grieving and Reluctant to Return to School

- Prepare for outreach
- Create and implement special support and accommodations at school
- Prepare for an abundance of counseling needs in and out of school
- Explain potential signs of stress in students and staff and find ways to create a space where people feel safe, respected and cared for

Questions to Consider

| Questions to Consider | Completed |
|--|-----------|
| What do we have in place to support students and staff who appear to be deeply sad, withdrawn or in distress? | |
| What community resources do we have to support staff and students? | |
| Are our counselors situated to handle many individual counseling sessions with students in need? | |
| What do we have in place to support Tier 3 students (students who we think may be at risk of harming themselves or someone else)? | |
| Have we made time for our counselors to address the mental health of their students through Tier 1 instruction (whole group guidance) and Tier 2 direct student services (individual or small group counseling)? | |
| Have we been clear on the protocol for teachers to let counselors know when a student is in distress and how they should go about doing this? | |
| What other support staff do we have in place to help students who need extra support? | |
| What buddy/peer support systems can be set up to support connection among students (especially in the case of closing again)? | |

Re-engage Disconnected Students in Instructional Activities

- Understand their mindset. [Watch this brief video about the Learning Brain vs. the Survival Brain.](#)
- Providing student choice and voice is important.
- Do not make tasks high stakes.
- Plan for student engagement by ensuring the instructional approach honors student needs, circumstances and interests while being relevant and valuable to their lives.
- Incorporate brain/body breaks into daily lessons

Questions to Consider

| Questions to Consider | Completed |
|---|-----------|
| What am I doing to create a physically and psychologically safe classroom to support students in both “learning brain” and “survival brain”? | |
| Are we engaging our students in a manner that honors their voices and choices? | |
| How do we create tasks that do not convey high stakes or pressure? | |
| Are our lessons relevant and engaging to the lives of students? | |
| Am I taking care of myself so I can engage with students in a calm, warm and caring manner? | |
| How are we going to communicate to students the various help/supports they can reach out to if schools are closed again? (See “Crisis Hotline Information” in Appendix C) | |

Appendix

- Trauma Lens
- Building Resilience
- Crisis Hotline Information



QUESTIONS AND ANSWERS